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ABSTRACT

To determine the relationship between the educational and vocational aspirations of students in Grades 9 and 10 and their sex and family background, a random sample of urban youth from predominantly white public schools was surveyed. A followup survey of mainly black public schools made possible conclusions about all South Carolina ninth and tenth graders. The results showed that the educational plans and vocational interests of whites and blacks were similar. Low standard of living was the major factor in low aspirations, indicating a need for programs to raise the level of living of all the state's young people. (BH)

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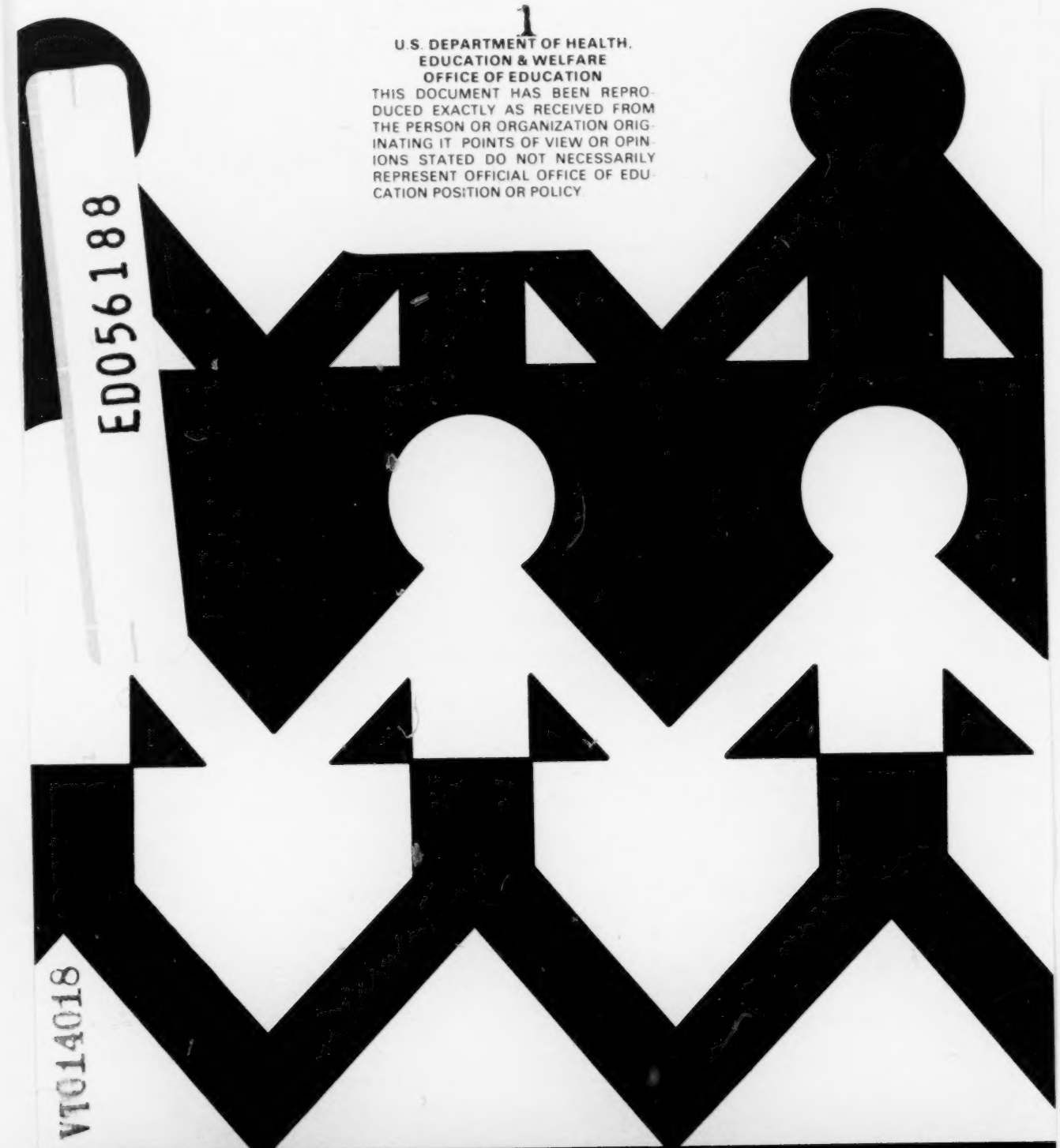

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educational and vocational goals of urban white and negro youth in south carolina

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EDUCATIONAL AND VOCATIONAL GOALS OF URBAN WHITE AND NEGRO YOUTH IN SOUTH CAROLINA

by

KATHRYN SUMMERS POWELL[1]

INTRODUCTION

The future of the youth of South Carolina is of great concern throughout the state. Such concern has been focused on the young people because youth under 20 years of age comprise 45 percent or more of the state's total population (Bureau of the Census, 1961). The success of youth in the modern, complex, and dynamic world is generally recognized as being dependent upon their becoming an educated and highly skilled citizenry. Further, ever-increasing educational levels are demanded in terms of present-day employment opportunities.

A better understanding of the educational and vocational goals of South Carolina's youth is needed. Information is also needed about factors that might possibly be related to the level of aspirations which young people have. Such factors may be the parents' aspirations and attitudes and the variables of sex, level of living (LOL), rural or urban background, family size, and race.

Research on the educational and vocational goals of youth in the South has been carried out in two projects of the Southern Regional Committee for Family Life. Cooperating in the projects numbered S-48 and S-48-revised have been the Cooperative States Research Service of the U. S. Department of Agriculture, a consulting statistician, the Administrative Advisor to S-48, and S-48 technical committee members from Alabama, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia. The reports, "Educational and Vocational Goals of Rural Youth in the South" (Southern Cooperative Series, Bulletin 107, September 1965) and (Southern Cooperative Series, Bulletin 136, August 1968), have been published.

The South Carolina study herein reported was a contributing project to the regional S-48-revised project on urban southern youth. The procedures established by the Regional Technical Committee of S-48-R made possible a well-defined and much-needed research study of the educational and vocational goals of South

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Carolina urban youth in both predominantly white and predominantly Negro schools. The data on South Carolina urban white youth were pooled with data similarly collected in the participating states to obtain a seven-state analysis of the Southern Region. The data on both South Carolina urban Negro and white youth are herein reported.

Information about educational and vocational goals of youth, those held for youth by their parents, and the variables related to the persistence of levels of aspirations is needed by school administrators, guidance counselors, and others working with youth in their efforts to inspire youth to aspire to high educational and vocational standards. It is hoped that the findings reported herein can be used in making available to the youth of South Carolina the educational and vocational opportunities needed for them to realize their full potential.

OBJECTIVES

The purpose of this study was to determine for selected South Carolina urban white and Negro ninth and tenth graders the relationship between educational and vocational aspirations and the variables of:

(a) Sex
(b) Levels of living (LOL)
(c) Rural or nonrural background
(d) Family size

PROCEDURE

The procedures used were in accordance with those established by the technical committee of S-48-revised with the Experiment Stations of Alabama, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia participating. A complete study was carried out in each state. Data from all seven states were pooled to obtain a regional analysis (Southern Cooperative Series Bulletin No. 136, August 1968).

SELECTION OF SUBJECTS

The subjects were a sample selected at random from ninth and tenth graders who lived with both parents or parent substitutes in an urban residence and were enrolled in school systems in cities with 40,000 or more population. The selected subjects were drawn from an equipartitioned universe classified into 24 subgroups which included all possible combinations of the folowing variables:

1. Sex (male, female)
2. Residential background (rural for 1 year or more, urban)

3. Family size (small with one-two children, large with three or more children
4. Level of living (high, middle, low)

The mothers and fathers of the selected sample students were used to get information on parents' aspirations for youth.

In 1965, ten schools in the cities of Anderson, Charleston, Columbia, Greenville, and Spartanburg were randomly selected from the predominantly white public schools (Anderson, Jesse T., 1964-65) for the contributing project to the regional S-48-revised project.

In the fall of 1966, all 15 predominantly Negro schools in the aforementioned cities were used for a followup study which, combined with the original study, would give information about all South Carolina ninth and tenth graders.

DATA COLLECTION

Procedures were outlined in an adaptation of the regional manual ("Interviewer and Procedures Manual for Educational and Vocational Goals of Rural and Urban Youth, Regional Project S-48-Revised, South Carolina Contributing Project," March 1965).

The instruments were administered to the students in 24 of the 25 selected schools through the cooperation of the school administrators, guidance counselors, and homeroom teachers. For the one white school where it was impossible to collect data in the school, a house-to-house survey following block-tract procedure was used as directed by the regional statistician. All students thus located who met the criteria completed the instruments in their homes.

The parents or parent substitutes completed the questionnaire in their home under the supervision of trained interviewers who were or had been teachers.

INSTRUMENTS

The following instruments were used to classify students and to measure educational and vocational goals:

1. Student Information Sheets (see Appendix A). These were administered to all of the ninth and tenth grade students present on the day of administration in the selected schools. The Student Information Sheet gave family background and a level of living ranking of high, middle, or low according to answers received on an adaptation of The Home Index Scale by Gough (1949) (see Appendix A). The scores could range from 0 to 23. Scores of 17 and above were ranked as high LOL; 12 to 16 were middle LOL; and 11 and under were low LOL.

2. Parent Information Sheet (see Appendix B). One parent in each selected sample family completed this form.
3. Education Questionnaire.
   The Hieronymous scale for measuring attitudes toward education was used. The instrument, "Student Education Questionnaire," (see Appendix C) was administered to the selected sample students. The same scale was used for the "Parent Questionnaire on Student's Education." The mothers and fathers of the selected sample students were asked to answer each question according to the way they hoped their teenager answered it. The scores on the Hieronymous scale could range from 46 to 230. The higher the scores, the more favorable was the indicated attitude toward education.
4. Vocational Questionnaire.
   Vocational plans and aspirations along with aspired level of educational achievement were determined by questionnaires constructed by the S-48 Technical Committee, namely:
   a. "Student Vocational Questionnaire for Boys and Girls (Revised)" (see Appendix D).
   b. "Parent Questionnaire on Vocational Plans for Son and Daughter (Revised)" (Appendix E).
5. Kuder Preference Record.
   The published instrument, "Kuder Preference Record, Vocational Form C" (Kuder, 1960), was used to determine the individual's fields of vocational interests. The parents of the selected sample students were asked to mark the Kuder as they hoped their child had answered it.

The 10 vocational interest areas and the highest possible score for each were:

Interest Area	Highest Possible Score
Outdoor	123
Mechanical	102
Computational	84
Scientific	105
Persuasive	128
Artistic	78
Literary	63
Musical	45
Social Service	120
Clerical	153

The scores can be converted to percentiles established by the authors of the Kuder as norms for high school boys and girls based on the responses of a representative group of 3,418 boys and 4,466 girls in grades nine through twelve from high schools well distributed over the country (Science Research Associates, Inc., Administrator's Manual, Kuder Preference Record, 1960, p. 5).

DATA ANALYSIS

The data reported herein are based on answers to student and parent information sheets and questions on the vocational questionnaires. Scores on the Hieronymous scale of educational attitudes (see Appendix C) and on the Kuder Preference Record (Kuder, 1960) were obtained by following procedures outlined by authors or manuals of each.

Analyses of variance were determined as designed by the statistician (Southern Cooperative Series, Bulletin No. 136, August 1968). Scores on the Hieronymous scale of educational attitudes and scores on each of the 10 vocational interest areas of the Kuder were used to determine the relationship between each score and the four control variables of (a) sex; (b) level of living; (c) rural or nonrural background; and (d) family size. Analyses of variance were employed to point out notable differences among means on the Hieronymous and Kuder scores. The significance of the differences between the mean scores of youth and those of fathers and of mothers using the same control variables were determined by analyses of variance.

The significant associations between the vocational questionnaire items (see Appendix D) and the four main control variables of sex, LOL, rural background, and family size were signaled by contingency table chi-square values. The six first-order interaction chi-square quantities were computed. Associations which were significant at the 5 percent level or better are indicated in the results reported. Since these interaction chi-square quantities are not claimed to give more than a rough indication of lack of balance in the tabulations (Southern Cooperative Series, Bulletin No. 136, August 1968, p. 5) and since the number of cases in many cells was so small, the detailed tables are not presented.

The chi-square was also used to determine significant relationships between the replies of youth and of their parents to the vocational questionnaire (Appendix D and E). Parent-child responses were matched to give the extent and direction of agreement on the questionnaire items.

REVIEW OF LITERATURE

A survey of studies and writings related to educational and vocational aspirations of youth provided the bases for the objectives of the projects S-48 and S-48-revised of Southern Regional Committee for Family Life (Southern Cooperative Series Bulletin 107, September 1965, and Southern Cooperative Series Bulletin 136, September 1968). The review was summarized thus:

> *Researchers have found that parents strongly influence the occupational preferences of their children. Educational and vocational goals of boys differ from those of girls, but recent research indicates fewer sex differences in plans to attend college than formerly. Girls more often preferred those vocations ascribed by tradition as being feminine.*
>
> *A direct relationship has been found between LOL and both educational and vocational aspirations of youth. Similarly, researchers have found that larger percentages of high than low LOL youth plan and do continue their formal education.*
>
> *Urban youth generally have shown higher educational and vocational aspirations than rural youth. Several recent studies, however, have shown that rural youths' aspirations are becoming more and more similar to those held by urban youth.*
>
> *Most of the studies of youths' aspirations in which family size has been a controlled variable were in agreement that the smaller the size of the family the higher were the youths' aspirations. There were indications that youth from small families valued education more than youths from large families; but, regarding actual educational and vocational plans, family size was not an influencing factor. [Southern Cooperative Series Bulletin No. 136, August 1968.]*

There have been varying hypotheses and findings about ethnic differences or lack of differences, particularly between white and Negro youth although data have often been collected from only one race. Comparable information on both white and black youth is needed. The important perspective needed to overcome the lack of information about the black race is perhaps one given by Bernard (1966) when she points out that Negroes are a "major segment of our population." Her report of **Marriage and Family Among Negroes** cites justification for "emphasis on the twenty-odd million citizens who constitute something more than 10 percent of our population—a segment important enough to deserve study in and of itself, quite apart from its relation to the rest of the population."

(Bernard, 1966, p. vii). Representative of the few studies of Negro youth are the ones cited below.

A study by Davidson and Greenberg (1966, p. 132) of Negro children from a deprived background hypothesized characteristics of those who were successful school achievers. They were caution and control, need for achievement, self-confidence, positive attitudes toward authority, little anxiety, accuracy and critical ability, good memory, verbal skills, and healthy physique.

Uzell (1961) found Negro high school male students' parents' educational status, father's occupational status, and the youth's success in school were positively related to the level of occupational aspiration.

A study (Kuvlesky and Lever, 1967, p. 14) to examine the relationship between rural-urban residence differences and occupational aspirations, expectations, and anticipatory goal defection of Negro girls from low income places shows that 90 percent of the urban and over 70 percent of the rural girls aspired to either low professional, sales, clerical, or high professional jobs. The notable differences included the fact that proportionately more urban girls desired low-prestige professional jobs and proportionately more rural girls desired skilled blue-collar jobs. The majority of both the rural and the urban girls expected to attain high level white-collar positions.

Research on the occupational aspirations of lower class Negro and white youth (Antonovsky and Lerner, 1959) revealed that more Negroes than whites had high levels of aspirations (within the professional, semi-professional, and executive categories). The differences were much greater between the two racial groupings of girls than of boys.

Especial concern for the great human resource in the South has been expressed in the "Report of Occupational Education in the South," (Southern Association of Colleges and Schools, Vol. 19, No. 8, May 1967, p. 5). This concern refers specifically to the "Selective Service rejectees, the culturally deprived, and especially young Negroes" as representing a great human resource.

The study herein reported is an expression of concern for learning about the educational and vocational aspirations of all urban youth in South Carolina, both Negro and white.

RESULTS

This report consists of results from two studies of South Carolina ninth and tenth graders enrolled in urban schools. The first study in the spring of 1965 was of students in the predominantly white schools. The second study in the fall of 1966 and the spring of 1967 was of students in the predominantly Negro schools.

SOUTH CAROLINA URBAN WHITE YOUTH, SPRING, 1965

The data by classification types for the 1,806 white ninth and tenth graders present when student information sheets (see Appendix A) were administered in nine schools and to the block sample of the St. Andrews school area are shown in table 1. The selected sample of white students, which totaled 148 with the distribution among the classification types as shown in table 1, was used for the study herein reported.

The summations of the 24 classifications for the total 1,806 white ninth and tenth graders revealed the following distribution among the four control variables:

1. Sex: 966 (53%) boys; 840 (47%) girls.
2. Residential background: 187 (10%) rural; 1,619 (90%) non-rural.
3. Family size: 620 (34%) small; 1,186 (66%) large.
4. Level of living: 514 (29%) high; 594 (33%) middle; 698 (38%) low.

SOUTH CAROLINA URBAN NEGRO YOUTH, FALL, 1966, AND SPRING, 1967

All of the 15 predominantly Negro schools with ninth and/or tenth grades in Anderson, Charleston, Columbia, Greenville, and Spartanburg cooperated in this study. The data by classification type of the 3,057 ninth and tenth graders present when student information sheets (see Appendix A) were administered in the schools are given in table 2. The selected sample of Negro students, who totaled 112, with the distribution among the classification types as shown in table 2, completed the other instruments.

The summations of the 24 classifications for the total 3,057 Negro ninth and tenth graders revealed the following distribution among the four control variables:

1. Sex: 1,393 (46%) boys; 1,664 (54%) girls
2. Residential background: 378 (12%) rural; 2,679 (88%) non-rural

TABLE 1.—STUDENTS STUDIED AND SELECTED FROM 10 SOUTH CAROLINA URBAN WHITE SCHOOLS BY CLASSIFICATION TYPE

Variables determining classification types					Name of school												
Level of living	Sex	Family size	Background	Classification type No.	St. Andrews High (Block sample) Charleston	Olympia Columbia	Greenville High Greenville	Parker High Greenville	Cleveland Junior High Spartanburg	Spartanburg High Spartanburg	McDuffie High Anderson	N. Chas. High (replacing James Island) Charleston	Alcorn Jr. High Columbia	A. C. Flora Columbia	Students studied—Total by C. T.	Students selected—Total by C. T.
High	Boy	Small	R	1	--	--	--	--	--	--	--	--	--	--	1	1
			NR	2	3	--	7	1	2	30	--	--	1	41	85	9
		Large	R	3	--	--	--	--	--	2	--	1	1	3	7	6
			NR	4	1	1	12	1	1	56	4	10	4	64	154	6
	Girl	Small	R	5	--	--	1	--	--	--	1	--	--	2	4	4
			NR	6	3	--	8	9	3	33	--	6	2	46	120	8
		Large	R	7	--	--	--	--	1	4	--	--	1	4	10	6
			NR	8	5	--	17	3	3	30	--	12	6	67	143	9
Middle	Boy	Small	R	9	--	--	2	2	--	3	--	--	1	2	10	5
			NR	10	1	--	15	26	16	28	4	6	4	14	114	8
		Large	R	11	--	1	6	1	1	6	2	--	4	1	22	5
			NR	12	4	5	31	26	10	46	4	10	15	25	176	10
	Girl	Small	R	13	--	--	--	--	--	2	--	--	2	3	7	9
			NR	14	2	2	27	--	20	39	2	2	5	13	112	7
		Large	R	15	--	1	2	3		9	--	--	4	1	16	4
			NR	16	--	5	13	21	14	43	5	6	14	16	137	7
Low	Boy	Small	R	17	--	1	2	4	--	3	1	1	10	--	22	2
			NR	18	--	4	6	33	5	26	11	3	5	--	93	5
		Large	R	19	1	5	11	15	5	4	5	--	--	--	46	9
			NR	20	--	27	21	72	23	37	25	8	18	5	236	8
	Girl	Small	R	21	--	1		2	--	1	--	1	--	--	5	4
			NR	22	--	7	5	18	6	14	4	1	2	--	57	6
		Large	R	23	--	2	7	11	--	12	3	1	1	--	37	6
			NR	24	1	19	26	51	24	47	8	4	11	5	202	6
School totals					21	81	219	305	134	471	79	72	111	313	1,806	148

TABLE 2.—STUDENTS STUDIED AND SELECTED FROM 15 S. C. URBAN NEGRO SCHOOLS BY CLASSIFICATION TYPE

LOL	Sex	Fam. size	Back-ground	C.T. No.	Name of school: Westside Anderson	Bonds-Wilson Charleston	C. A. Brown Charleston	Burke Charleston	Wallace Charleston	Fairwold Columbia	C. A. Johnson Columbia	Booker T. Washington Columbia	W. A. Perry, Jr. Columbia	Sterling Greenville	Washington Greenville	Beck Greenville	Carver, Jr. Spartanburg	Carver, Sr. Spartanburg	Cummings Spartanburg	Students studied: Total by C.T.	Students selected: Total by C.T.
					42	43	44	45	46	47	48	49	50	51	52	53	54	55	56		
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	1
High	Boy	Small	R	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18	2
		Small	NR	2	..	2	1	3	..	1	4	2	2	1	1	..	..	1	..	4	6
		Large	R	3	..	..	..	..	..	..	1	1	..	1	..	..	..	..	..	21	6
		Large	NR	4	..	2	1	4	1	2	..	1	2	2	2	3	1	..	..	3	6
High	Girl	Small	R	5	..	..	..	..	..	..	..	..	3	..	..	..	..	..	..	10	6
		Small	NR	6	..	1	..	1	..	..	3	1	..	2	..	1	..	1	..	4	6
		Large	R	7	1	2	..	..	..	..	..	..	..	..	..	..	1	..	..	43	22
		Large	NR	8	3	5	..	5	..	10	6	1	4	3	1	2	2	1	..	7	3
Middle	Boy	Small	R	9	..	1	2	1	..	..	2	..	..	..	..	..	1	..	..	43	5
		Small	NR	10	4	3	2	12	..	5	2	3	2	3	1	2	2	1	1	16	3
		Large	R	11	1	1	..	1	2	..	3	2	..	2	..	3	..	1	..	169	15
		Large	NR	12	..	16	9	42	2	16	25	15	6	7	7	6	12	4	2	1	3
Middle	Girl	Small	R	13	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	40	4
		Small	NR	14	4	1	..	5	1	5	5	5	1	2	3	2	3	3	..	20	6
		Large	R	15	..	1	..	9	..	5	2	1	..	6	2	1	1	1	..	208	7
		Large	NR	16	6	21	5	33	6	16	18	20	12	21	10	13	17	7	3	7	1
Low	Boy	Small	R	17	1	..	..	3	..	..	1	1	..	1	..	..	..	..	..	72	6
		Small	NR	18	7	7	5	14	1	..	4	6	5	9	6	..	2	6	..	145	6
		Large	R	19	12	17	12	15	6	6	12	19	8	11	6	9	4	5	3	890	19
		Large	NR	20	62	106	107	97	27	51	58	77	56	75	36	45	34	38	21	10	5
Low	Girl	Small	R	21	..	5	1	1	..	..	..	1	..	1	..	..	..	1	4	87	4
		Small	NR	22	1	10	9	7	3	..	12	10	5	9	5	4	4	5	3	151	7
		Large	R	23	21	11	5	11	2	8	12	24	10	21	5	15	2	11	2	1,078	5
		Large	NR	24	79	149	113	115	24	42	73	108	73	91	43	68	54	29	17	3,057	112
School totals					203	361	272	379	75	167	244	298	189	268	128	174	140	116	56		

3. Family size: 299 (10%) small; 2,758 (90%) large
4. Level of living: 104 (3.4%) high; 513 (16.8%) middle; 2,440 (79.8%) low

ATTITUDES TOWARD EDUCATION

The range of white and Negro youths' scores on the Hieronymous scale of attitudes toward education (see Appendix C) was from 174 to 195 with a mean of 186 out of a possible 230.

The analyses of variance for each race revealed no significant differences between youths' scores on educational attitudes when the control variables of sex, residential background, family size, or level of living were controlled.

The scores of the parents of the white youth yielded a mean of 189 for fathers and a mean of 191 for mothers on the Hieronymous scale. Although fathers' and mothers' scores were slightly higher than those of the youths, the analyses of variance revealed only one main effect and one interaction of variables which contributed to a significant difference between the youths' and their fathers' scores (table 3 and table 4). No variables were found to contribute to a significant difference between the scores of the white youth and their mothers.

TABLE 3.—EDUCATIONAL SCORES OF FATHERS OF WHITE URBAN S. C. YOUTH BY LEVEL OF LIVING

Level of living	Scores	
	Means	Dif. youth
High	193.65	9.26
Middle	185.38	–2.97
Low	187.64	2.99

TABLE 4.—EDUCATIONAL SCORES OF FATHERS OF WHITE URBAN S. C. YOUTH BY RESIDENTIAL BACKGROUND, FAMILY SLZE

Family size	Residential background			
	Rural		Nonrural	
	Means	Dif. youth	Means	Dif. youth
Small	192.41	5.52	190.31	3.40
Large	181.62	–16.72	191.14	7.94

The fathers of white youths with a high level of living had a score nine points higher than did their teenagers. The middle level and the lower level parents differed from their children by less than three points. The evidence suggests that the higher the level

of living of fathers, the more favorable attitude toward school they aspire to for their teenagers and the greater the difference between the youths and their fathers. The middle class fathers had lower scores than their children whereas the lower class fathers had higher scores than their children.

The interaction of residential background and family size revealed a difference between the white fathers' and youths' scores. The fathers of large families with rural backgrounds aspired to scores 16 points lower than did the youths. This may be an indication of a group of youths who receive the least encouragement from favorable attitudes toward education at home.

When the Negro fathers' and mothers' scores were compared with those of their children, no significant differences were found between children and their parents in attitudes toward education.

EDUCATIONAL AND VOCATIONAL ASPIRATIONS

The educational and vocational aspirations studied were those indicated by responses to questions (see Appendix C) about expectations or opinions in regard to: (1) length of schooling; (2) plans—college, noncollege; (3) degree of parental urging received to continue schooling; (4) degree of financial help with schooling and, for boys, with occupation; (5) occupation desired; (6) occupation expected; (7) parents' attitude toward plans; and (8) parents' opinion of plans.

Those variables for which the value of chi-square was significant at the .05 level and beyond are summarized for the responses of the white youth, fathers, and mothers (table 5) and for the Negroes (table 6). They will be discussed under the appropriate subheading of expectations or opinions listed above.

TABLE 5.—SIGNIFICANT EFFECTS ON EACH OF 11 YOUTHS' SCORES, 11 FATHERS' SCORES, AND 11 MOTHERS' SCORES FOR S. C. URBAN WHITE YOUTH

	Scale										
	Length of schooling	Parents' urging of schooling	Financial help—schooling	Financial help—occupation (boys)	Occupation desired	Occupation expected	Parents' attitude toward occupational plans				
Main effects		FM	F		Y	YM	Y				
Sex	Y	Y	Y	M	FYM	FY	M				
Level of living				Y							
Background			M	M							
Family size											
Interaction											
Sex by level of living		M			FY						
Sex by background	M						M				
Sex by family size											
Level of living by background		F									
Level of living by family size			M		F						
Background by family size											
Sex by level of living and background		M									
Sex by level of living and family size							Y				
Level of living by background and family size		Y	FY	FM							
Sex by background and family size											

Differences are significant at .05 level or above for:
Y=Youth F=Father M=Mother

TABLE 6.—SIGNIFICANT EFFECTS ON EACH OF 11 YOUTHS' SCORES, 11 FATHERS' SCORES, AND 11 MOTHERS' SCORES FOR S. C. URBAN NEGRO YOUTH

	Length of schooling	Child's plan—noncollege	Parents' urging of schooling	Financial help—schooling	Financial help—occupation (boys)	Occupation desired	Occupation expected	Parents' attitude toward plans	Parents' opinion—girls' role
Main effects									
Sex		Y	Y	Y		Y	Y		
Level of living		Y	YF	Y		Y			
Background				F	Y				
Family size			M	Y					
Interaction									
Sex by level of living	Y	Y	F	Y					
Sex by background		F				Y		F	
Sex by family size			Y	Y			M	FM	
Level of living by background		Y	YFM			Y			Y
Level of living by family size		Y						Y	Y
Background by family size	F		Y			F			Y
Sex by level of living by background			Y	YF		YF	Y		
Sex by level of living and family size				Y			Y		Y
Level of living by background and family size			YM	Y	Y				Y
Sex by background and family size									
Sex by level of living, background and family size			Y	Y		M			

Differences are significant at .05 level or above for:
Y=Youth F=Father M=Mother

Length of Schooling. The responses of boys and girls to the question, "How far do you expect to go in school?" are given in table 7. Among the South Carolina ninth and tenth graders studied, one-third of the white and 27 percent of the Negro expected to finish high school, and 51 percent of the white and 72 percent of the Negro expected to finish college or more.

TABLE 7.—LENGTH OF SCHOOLING EXPECTED BY NUMBERS AND PERCENTAGE OF S. C. URBAN WHITE AND NEGRO YOUTH REPORTING

Length of school expected to complete	White		Negro	
	N=148	%	N=112	%
9th or 10th grade	1	1	–	–
10th or 11th grade	2	1	1	1
High school	48	32	30	27
Start college, not finish	8	5	–	–
Complete college	62	43	51	45
Professional study	27	8	30	27

The only variables found to be significantly related to responses about youths' expected length of schooling was level of living (table 8) for the white youth. Half of the white youth in the low-level-of-living category expected to complete only high school whereas 80 percent of those from the high-level-of-living category expected to complete college or beyond. Level of living was directly and persistently related to the youths' expected length of schooling.

TABLE 8.—NUMBER AND PERCENTAGE OF S. C. URBAN WHITE YOUTH EXPECTING GIVEN LENGTH OF SCHOOLING BY LEVEL OF LIVING

Length of schooling planned	High		Middle		Low	
	N=49	%	N=55	%	N=44	%
Quit before high school graduation	–	–	1	2	2	4
Graduate from high school	6	12	20	36	22	50
Start college but not finish	1	2	4	7	3	7
Graduate from college	31	63	18	33	13	30
Professional study	11	23	12	22	4	9

The fathers and mothers of both Negroes and whites did not differ significantly from their children in the length of schooling aspired to for the children.

Plans—College. The white youth studied indicated that 46 of the 98 college-bound students (47 percent) were undecided about what college they would attend. Twelve percent planned to attend a land-grant college or university. There were 31 percent who

named nonland-grant colleges or universities whereas 10 percent did not respond to the question.

The Negro urban youth studied indicated that 93 of the 112 planned to attend college, but 54 (58 percent) of that number were undecided about the college they would attend. Among the 93 college-bound youth, 17 (18 percent) planned to attend a land-grant college or university and 22 (24 percent) planned to attend a school other than a land-grant institution.

The number and percentage of youth planning to follow the various courses of study are show below:

Course of study	White		Negro	
	N=148	%	N=112	%
No response	47	32	18	16
Agriculture	--	--	--	--
Commerce or business administration	9	6	10	9
Dentistry	--	--	--	--
Education	14	10	15	13
Engineering	20	14	16	14
Fine Arts	7	5	1	1
Home Economics	2	1	3	3
Law	3	2	7	6
Liberal Arts	3	2	12	11
Nursing	5	3	7	6
Pharmacy	2	1	--	--
Science	9	6	5	5
Medicine	9	6	7	6
Religion	2	1	--	--
Veterinary	6	4	--	--
Other	10	7	11	10

The number of no responses by the students indicated their lack of understanding of what is meant by a college course of study or their lack of a choice of course of study.

Plans—Noncollege. Fifty (34 percent) of the 148 white youth indicated plans other than going to college as seen in table 9. A majority of the white girls planned to take training courses whereas the largest number (40 percent) of the white boys planned to fulfill their military service obligations.

Twenty-two (20 percent) of the Negro youth indicated non-college plans. Three gave conflicting answers or indicated both college and noncollege plans.

The Negroes' plans were very similar to those of the white youth. The Negro boys differed from the Negro girls in their plans as seen

in table 9. A majority of the Negro girls planned to take a training course whereas only one-fifth of the Negro boys planned to do so. Almost one-third of the Negro boys planned military service.

TABLE 9.—PERCENTAGE OF S. C. URBAN WHITE AND NEGRO BOYS AND GIRLS STATING CERTAIN NONCOLLEGE PLANS

Plans of boys not going to college	% White N=20	% Negro N=14	Plans of girls not going to college	% White N=30	% Negro N=8
Take training course	30	21	Take training course	74	62
Take apprentice training	–	14	Take apprentice training	–	13
Go to work immediately	–	7	Go to work immediately	3	–
Help father in occupation	5	–	Marriage	6	–
Military out of the way	40	29	Help family	3	–
Undecided	25	29	Undecided	14	25

The Negro youth from the various levels of living had significantly different noncollege plans (table 10). A majority of the high level of living youth were undecided about their plans whereas a majority of the low level of living youth planned to take further training.

TABLE 10.—PERCENTAGE OF S. C. URBAN NEGRO YOUTH CLASSIFIED BY LEVEL OF LIVING STATING CERTAIN NONCOLLEGE PLANS

	Level of living		
	% High N=3	% Middle N=6	% Low N=13
Take training course	–	–	61
Take apprentice training	33	17	8
Go to work immediately	–	17	–
Help father in his occupation	–	–	–
Get the military service out of way	–	49	8
Undecided	67	17	23

Parental Urging of Schooling. Parental urging as perceived by the youth was determined by their responses to the questions "As to continuing my education beyond high school, my (mother-father) ....." The youths' perceptions of parental urging are given in table 11. According to the youths, over 60 percent of the fathers and mothers strongly urged their ninth and tenth graders to continue their schooling beyond high school, and over 20 percent of both parents gave some encouragement. On the other hand 10 percent or more of the white fathers and mothers and Negro fathers were reported never to have said much about further schooling to their teenagers, and only 4 percent of the Negro mothers never

said much. One percent of the fathers and mothers felt it would be best for their child to go to work after high school although none of the parents felt their child should quit high school.

TABLE 11.—PERCENTAGE OF S. C. URBAN WHITE AND NEGRO YOUTH REPORTING CERTAIN KINDS OF URGING FOR SCHOOLING BEYOND HIGH SCHOOL BY FATHERS AND MOTHERS

Kind of parental urging of further schooling	% White youth		% Negro youth	
	By fathers N=148	By mothers N=148	By fathers N=112	By mothers N=112
Strongly urged	61	66	61	74
Some encouragement	24	23	26	20
Never said much	14	10	11	4
Feels better to go to work	1	1	2	2

There was a difference between boys and girls only among the Negro youth in their perceptions of the amount of urging by their fathers for further schooling (table 12). Almost three-fourths of the girls felt strong urging by their fathers, but less than half of the boys felt their fathers' urging to be strong.

TABLE 12.—NUMBER AND PERCENTAGE OF S. C. URBAN NEGRO BOYS AND GIRLS REPORTING CERTAIN KINDS OF URGING FOR SCHOOLING BEYOND HIGH SCHOOL BY FATHERS

Kind of parental urging of further schooling	Boys		Girls	
	N=52	%	N=60	%
Strongly urged	25	48	43	72
Some encouragement	20	38	9	15
Never said much	5	10	7	12
Feels it better to go to work	2	4	1	1

There were differences between youth of both races from various levels of living in their perceptions of their fathers urging them to continue beyond high school as seen in table 13. The fathers seen to differ the most were those of youth from a high level of living, more than three-fourths of whom strongly urged further schooling. More of the high-level-of-living youth than the middle or low levels felt strong urging from their fathers to continue beyond secondary school.

When the fathers and mothers of the white youth were asked their opinions about their child's continuing his education beyond high school, there were several instances when they differed significantly from the perceptions reported by their children. There were 73 percent of the boys' fathers compared with only 46 percent

TABLE 13.—PERCENTAGE OF S. C. URBAN WHITE YOUTH AND NEGRO YOUTH, CLASSIFIED BY LEVEL OF LIVING, REPORTING CERTAIN KIND OF URGING FOR SCHOOLING BEYOND HIGH SCHOOL BY FATHERS

	Level of living					
	High		Middle		Low	
	% White N=49	% Negro N=35	% White N=55	% Negro N=41	% White N=44	% Negro N=36
Strongly urged to continue	78	71	60	51	43	61
Given some encouragement	18	23	31	34	20	19
Never said much about it	4	6	9	13	32	14
Better off going to work after high school	--	--	--	2	5	6

of the girls' fathers who agreed with their child's perception of the amount of urging for schooling by the father. On the other hand only 5 percent of the boys' fathers and 27 percent of the girls' fathers reported more paternal urging than did the youth. Over 20 percent of the fathers reported less paternal urging than did their children (22 percent of boys' fathers and 27 percent of girls' fathers).

The Negro youth as a whole had the same perception of parental urging as did their parents. There was only one instance where parents differed significantly from the perceptions reported by their children (table 14). When level of living was controlled, there were larger percentages of low- and middle-level fathers than high-level fathers who disagreed with their children's perceptions of paternal urging of further schooling. More of the high LOL father-child pairs agreed than the middle and low.

TABLE 14.—PERCENTAGE OF S. C. URBAN NEGRO YOUTH CLASSIFIED BY LEVEL OF LIVING WHO AGREED OR REPORTED MORE OR LESS URGING OF FURTHER SCHOOLING BY THE FATHER

	Level of living		
	% High	% Middle	% Low
Amount of urging for schooling	N=35	N=41	N=36
Father reported less urging than child	20	37	33
Father and child agreed	71	49	39
Father reported more urging than child	9	14	28

Family size was found to be significantly related to differences in the Negro youths' perceptions of maternal urging for further schooling (table 15). More youth from small families than from large families felt that their mothers strongly urged them to continue their education beyond high school.

TABLE 15.—NUMBER AND PERCENTAGE OF S. C. URBAN NEGRO YOUTH CLASSIFIED BY FAMILY SIZE REPORTING CERTAIN KINDS OF URGING FOR SCHOOLING BEYOND HIGH SCHOOL BY MOTHERS

Amount of mothers' urging	Small		Large	
	N=53	%	N=59	%
Strongly urged	43	81	40	67
Some encouragement	5	9	17	29
Never said much	3	6	1	2
Feels it better to go to work	2	4	1	2

Financial Help—Schooling. The youth in this study replied to the question, "As to any further help from my folks in getting a start or in continuing my schooling after high school, my parents would be ....." The responses of the white youth are shown in table 16. Only 4 percent of the youth felt they would receive no financial help from their parents for further education.

TABLE 16.—NUMBER AND PERCENTAGE OF S. C. URBAN WHITE YOUTH WHO REPORTED CERTAIN AMOUNTS OF WILLINGNESS OR ABILITY OF PARENTS TO FINANCE FURTHER SCHOOLING OF THE CHILD

Students' report of parents' willingness or ability to finance further schooling	Youth reporting N=148	%
Willing to pay completely	51	34
Able to help great deal	44	30
Able to give some help	47	32
Able to give no help	3	2
Need financial support from child	3	2

The Negro youths' expectations for parental willingness to give financial help with further schooling are shown in table 17. Since boys and girls differed in their responses, the replies by sex are also given. Almost half of all the youth felt their parents were willing to pay completely for their further schooling. The boys and girls differed only in the amount of help expected.

TABLE 17.—NUMBER AND PERCENTAGE OF S. C. URBAN NEGRO YOUTH CLASSIFIED BY SEX WHO REPORTED CERTAIN AMOUNTS OF WILLINGNESS OR ABILITY OF PARENTS TO FINANCE FURTHER SCHOOLING OF THE CHILD

Students' report of parents' willingness or ability to finance further schooling	Boys		Girls		Total	
	N=52	%	N=60	%	N=112	%
Willing to pay completely	21	40	30	50	51	46
Able to help great deal	17	33	8	13	25	22
Able to give some help	12	23	20	33	32	29
Able to give no help	--	--	--	--	--	--
Need financial support from child	2	4	2	3	4	4

Youth of both races from different levels of living reflected different expectations of financial help for further schooling from parents (table 18). The conclusion is that the higher the level of living, the more financial help expected from parents.

TABLE 18.—PERCENTAGE OF S. C. URBAN WHITE AND NEGRO YOUTH CLASSIFIED BY LEVEL OF LIVING WHO REPORTED CERTAIN AMOUNTS OF WILLINGNESS OR ABILITY OF PARENTS TO FINANCE FURTHER SCHOOLING OF THE CHILD

Students' report of parents' willingness or ability to finance further schooling	Level of living					
	High		Middle		Low	
	% White N=49	% Negro N=35	% White N=55	% Negro N=41	% White N=44	% Negro N=36
Willing to pay completely	55	71	31	39	16	28
Financially able to help a great deal	29	20	33	32	27	14
Financially able to give some help	14	6	36	27	45	53
Financially able to give no help	--	--	--	--	7	--
Would need financial help	2	3	--	2	5	5

For the Negroes, there was an inverse relationship between family size and parental financial help expected with further schooling as seen in table 19. The smaller the family, the more financial help with further schooling expected of the parents.

TABLE 19.—NUMBER AND PERCENTAGE OF S. C. URBAN NEGRO YOUTH CLASSIFIED BY FAMILY SIZE WHO REPORTED CERTAIN AMOUNTS OF WILLINGNESS OR ABILITY OF PARENTS TO FINANCE FURTHER SCHOOLING OF THE CHILD

Students' report of parents' willingness or ability to finance further schooling	Size of family			
	Small		Large	
	N=53	%	N=53	%
Willing to pay completely	29	55	22	37
Able to help a great deal	12	23	13	22
Able to give some help	12	23	20	34
Able to give no help	--	--	--	--
Need financial help from child	--	--	4	7

The comparison of the fathers' responses with those of their children on the question of financial help (table 20) revealed a large number (93 percent) of the fathers of white girls reported there would be less financial help by parents for further schooling than had been reported by their daughters.

TABLE 20.—NUMBER AND PERCENTAGE OF FATHERS OF S. C. URBAN WHITE BOYS AND GIRLS WHO AGREED WITH OR REPORTED MORE OR LESS FINANCIAL HELP FOR CHILD'S FURTHER SCHOOLING WHEN COMPARED TO THEIR CHILDREN'S RESPONSES

Fathers' perception of financial help in comparison to that expected by child	Boys		Girls	
	N=74	%	N=74	%
Less	27	36	69	93
Agree	24	33	5	7
More	21	28	--	
No response	2	3	--	

When the replies of the fathers of the Negro youth to the question of parental financial help with further schooling were compared to those of the youth, they were similar except when the variable of family background was controlled. As seen in table 21, fewer of the fathers of Negro children from a rural background than fathers from an urban background were in agreement with their offspring.

TABLE 21.—NUMBER AND PERCENTAGE OF FATHERS OF S. C. URBAN NEGRO YOUTH CLASSIFIED BY BACKGROUND WHO AGREED WITH OR REPORTED MORE OR LESS FINANCIAL HELP FOR CHILD'S FURTHER SCHOOLING WHEN COMPARED TO THEIR CHILDREN'S RESPONSES

Fathers' perception of financial help in comparison to that expected by child	Rural		Nonrural	
	N=46	%	N=66	%
Less	11	24	10	16
Agree	10	22	30	45
More	25	54	26	39

The replies of the Negro mothers to expected parental financial help with further schooling were no different from those of their children. There were differences between the replies by the white mothers and those of their offspring. The white mothers of large families had over one-third who reported expectations of more financial help for their children's schooling than their children reported (table 22).

TABLE 22.—NUMBER AND PERCENTAGE OF MOTHERS OF S. C. URBAN WHITE YOUTH CLASSIFIED BY FAMILY SIZE WHO AGREED WITH OR REPORTED MORE OR LESS FINANCIAL HELP FOR CHILD'S FURTHER SCHOOLING WHEN COMPARED TO CHILDREN'S RESPONSES

Mothers' perception of financial help in comparison to that expected by child	Size of family			
	Small		Large	
	N=68	%	N=80	%
Less	16	24	11	14
Agree	36	52	39	49
More	16	24	30	37

Financial Help—Occupation. The boys in this study were asked how much help they thought their parents would give them in getting a start in the occupation they had chosen. The replies were as follows:

White N=74	Negro N=52	
19%	35%	said parents would give all financial help needed
26%	35%	said parents would give most of the financial help needed
43%	27%	said parents would give some of the financial help needed
10%	3%	said parents would give very little financial help
1%	0%	said parents would give no financial help at all
1%	0%	did not respond

There was a significant difference between boys with rural backgrounds and those with nonrural backgrounds in the financial help expected from parents in getting started in an occupation (table 23). Boys with rural backgrounds expected the least financial help with an occupation from their parents.

TABLE 23.—PARENTAL FINANCIAL HELP WITH OCCUPATION EXPECTED BY BOYS WITH RURAL AND NONRURAL BACKGROUNDS

Amount of parental financial help	Background			
	Rural		Nonrural	
	% White N=29	% Negro N=23	% White N=45	% Negro N=39
All needed	17	35	20	35
Most help needed	14	39	33	31
Some help needed	52	17	38	35
Very little help	14	9	7	--
No help	--	--	2	--
No response	3	--	--	--

The Negro boys and both their fathers and mothers agreed as to the amount of parental financial help expected with getting started in an occupation. Such was not true for the white boys and their mothers although they agreed with their fathers.

The white mothers differed significantly from their sons' expectations of parental financial assistance with occupation in two instances. Table 24 reveals a difference when level of living was analyzed. The high-level-of-living mothers said they would give less financial help with an occupation than their sons expected.

There were mother-son differences of expectations of parental financial help with occupation when family size was controlled (table 25). The mothers of large families who agreed with their sons and the ones who expected to give more help than their sons

expected differed the most from the other subgroups. In other words, significantly more mothers of large families agreed or expected to give more financial help than their children expected than did those of small families.

TABLE 24.—PERCENTAGE OF MOTHERS OF S. C. URBAN WHITE BOYS CLASSIFIED BY LEVEL OF LIVING WHO AGREED WITH OR REPORTED MORE OR LESS PARENTAL FINANCIAL HELP WITH OCCUPATIONS THAN EXPECTED BY THEIR SONS

Mothers' perception of parental financial help in comparison to that expected by child	Level of living		
	% High N=22	% Middle N=26	% Low N=24
Less	64	19	17
Agree	18	58	54
More	18	23	29

NOTE: 2 no responses. Total responding N=72.

TABLE 25.—PERCENTAGE OF MOTHERS OF S. C. URBAN WHITE BOYS CLASSIFIED BY FAMILY SIZE WHO AGREED WITH OR REPORTED MORE OR LESS PARENTAL FINANCIAL HELP WITH OCCUPATION THAN EXPECTED BY THEIR SONS

Mothers' perception of parental financial help in comparison to that expected by child	Size of family	
	% Small N=28	% Large N=44
Less	36	29
Agree	53	39
More	11	32

NOTE: 2 no responses. Total responding N=72.

Occupations Desired and Expected. The number and percentage of the ninth and tenth grade boys and girls of each race who desired and who expected the following job classifications are shown in table 26 and table 27.

It seems that the youth did not have lower job expectations than desired although a few of the white youth shifted to no response to the question on job expectations.

There were differences between boys and girls in terms of both job desires and job expectations. More white boys than girls desired and expected professional or technical occupations. More girls of both races than boys desired and expected to be clerical workers. More boys than girls were desirous and expectant of being craftsmen or foremen.

Level of living was significantly related to occupations desired for both races as seen in table 28. Desired occupations as service

TABLE 26.—PERCENTAGE OF S. C. URBAN YOUTH WHO DESIRED GIVEN JOB CLASSIFICATIONS

Job classification	Boys		Girls		Total	
	% White N=74	% Negro N=50	% White N=74	% Negro N=58	% White N=148	% Negro N=108
Professional, technical	68	72	58	72	63	72
Farmers and farm managers	--	--	--	--	--	--
Managers, officials, proprietors	--	2	--	2	--	2
Clerical	1	--	20	17	10	9
Sales	2	2	--	--	1	1
Craftsmen, foremen	20	16	--	2	9	8
Operatives	--	4	--	--	--	2
Private household workers	--	--	--	--	--	--
Service workers	4	2	14	7	9	5
Laborers	--	2	--	--	--	1
Homemakers	--	--	1	--	1	--
No response	5	--	7	--	7	--

TABLE 27.—PERCENTAGE OF S. C. URBAN YOUTH WHO DESIRED GIVEN JOB CLASSIFICATIONS

Job classification	Boys		Girls		Total	
	% White N=74	% Negro N=47	% White N=74	% Negro N=58	% White N=148	% Negro N=105
Professional, technical	65	66	46	71	55	69
Farmers and farm managers	--	--	--	--	--	--
Managers, officials, proprietors	--	4	--	2	--	3
Clerical	1	--	20	19	10	10
Sales	2	2	--	--	1	--
Craftsmen, foremen	17	19	--	2	8	10
Operatives	1	2	--	--	1	--
Private household workers	--	--	--	--	--	--
Service workers	2	2	11	7	7	5
Laborers	--	4	--	--	--	2
Homemakers	--	--	--	--	--	--

TABLE 28.—PERCENTAGE OF S. C. URBAN WHITE AND NEGRO YOUTH CLASSIFIED BY LEVEL OF LIVING WHO DESIRED GIVEN OCCUPATIONS

Occupation classification	Level of living					
	High		Middle		Low	
	% White N=49	% Negro N=35	% White N=55	% Negro N=40	% White N=44	% Negro N=35
Professional, technical	63	77	62	78	37	61
Clerical	11	6	7	8	14	15
Sales	--	3	2	--	2	--
Craftsmen, foremen	2	9	4	8	20	9
Operatives	--	--	--	5	2	--
Service workers	4	3	11	--	7	12
Homemakers	--	--	--	--	--	--
No response	20	--	14	--	18	--

workers were found more among the lower LOL youth than among the high.

For the Negro youth, but not the white, level of living also was related to the occupation desired (table 29).

TABLE 29.—PERCENTAGE OF S. C. URBAN NEGRO YOUTH CLASSIFIED BY LEVEL OF LIVING WHO EXPECTED GIVEN OCCUPATIONS

Occupation classification	Level of living		
	High N=49	Middle N=55	Low N=44
Professional, technical	74	69	43
Clerical	10	7	13
Sales	--	2	2
Craftsmen, foremen	2	4	25
Operatives	--	--	--
Service workers	4	13	9
Homemakers	--	--	2
No response	10	5	5

The one consistent pattern seen is that of two-thirds of the high- and middle-level-of-living youth desired and expected professional or technical occupations while less than half of the low-level-of-living youth desired or expected jobs of that level.

The Negro youth in the study tended to agree with both of their parents on occupations desired and expected. There were differences between the white youth and their fathers when classified by level of living in terms of both occupations desired and occupations expected (table 30). In all cases, more of the fathers' aspirations and expectations were in disagreement than were in agreement with those of their children, although more low-level-of-living fathers than middle or upper agreed with their children. Again, the aspirations and expectations of the low-level-of-living fathers are more in agreement with those of their children than is true of the middle- and high-level-of-living fathers.

TABLE 30.—PERCENTAGE OF FATHERS OF S. C. URBAN WHITE YOUTH CLASSIFIED BY LEVEL OF LIVING WHO AGREED OR DISAGREED WITH OCCUPATION DESIRED BY THEIR CHILDREN

Nature of agreement with child	Occupation desired			Occupation expected		
	Level of living					
	High N=49	Middle N=55	Low N=44	High N=49	Middle N=55	Low N=44
Disagreed	63	67	43	59	53	34
Agreed	16	13	32	6	15	30
No response	21	20	25	35	32	36

The white mothers' responses to occupations desired for their children revealed over two-thirds of each of the two higher level mothers disagreed with the vocational aspirations of their children. Again there was more agreement between low-level youth and their mothers (table 31) than between youth and parents of middle or high levels of living.

TABLE 31.—PERCENTAGE OF MOTHERS OF S. C. URBAN WHITE YOUTH CLASSIFIED BY LEVEL OF LIVING WHO AGREED OR REPORTED LOWER VOCATIONAL DESIRES FOR THEIR CHILD WHEN COMPARED TO CHILD

	Level of living		
Nature of agreement with child	High N=49	Middle N=55	Low N=44
Disagreed	69	71	41
Agreed	8	16	34
No response	23	13	25

Mothers differed from both their sons and daughters in terms of the expected occupation for the child (table 32). The mothers agreed with their sons more often than with their daughters on occupation expected for their offspring.

TABLE 32.—PERCENTAGE OF MOTHERS OF S. C. URBAN WHITE BOYS AND GIRLS WHO AGREED WITH OR REPORTED LOWER LEVEL OF OCCUPATION EXPECTED FOR THEIR CHILDREN THAN DID THE CHILDREN

	Sex	
Nature of agreement with child	% Boys N=74	% Girls N=74
Disagreed	53	54
Agreed	19	7
No response	28	39

The most interesting observation of the parents' responses to their children's desired and expected occupations was the large number of fathers and mothers who did not respond to these questions. Interviewers had observed that many parents did not answer because it was against their beliefs to try to influence a child in occupational choice.

Parents' Attitudes Toward Occupational Plans. The youth studied were asked what their parents thought of their present occupational plans. The percentage giving the various responses were:

Boys % White N=74	Girls % White N=74	Total % White N=148	Total % Negro N=112	Response: Parents think—
--	7	4	1	I'm shooting too high
50	68	59	71	It's a good occupation
8	5	7	4	I should be trying for something different
29	19	23	10	It's entirely up to me
12	--	6	14	I have never discussed it with them
1	1	1	--	No response

As seen above, there were significant differences between the responses of the boys and girls for the whites; namely, the seven percent of the girls who thought their parents felt they were shooting too high and the twelve percent of the boys who had never discussed it with their parents. There were no differences between the Negro boys and girls.

There were no differences between the youths' replies and those of their fathers to the question of his opinion of his child's expected lifetime work. However, there were variables which pointed out significant differences between the white youths' and their mothers' responses. When the white mothers were classified by level of living (table 33), the majority of the lower level of living mothers agreed with their child's perception of his mother's attitude toward his occupational choice. On the other hand, a majority of the middle and upper level of living mothers disagreed with their child's perception of parental attitudes toward plans.

TABLE 33.—PERCENTAGE OF MOTHERS OF S. C. URBAN WHITE YOUTH CLASSIFIED BY LEVEL OF LIVING WHO AGREED OR DISAGREED WITH THEIR CHILD'S PERCEPTION OF PARENTS' ATTITUDES TOWARD OCCUPATIONAL PLANS

Parents' agreement with child's response to parental attitude	Level of living		
	High N=48	Middle N=54	Low N=42
Disagreed	63	67	40
Agreed	37	33	60

Parents' Attitudes Toward Girls' Roles. The girls in this study were asked about their father's and mother's opinions about the role of women in terms of a girl's expectations of marriage and/or an occupation and the preparation needed for either role. The percentage of fathers and mothers giving each response were:

	Fathers % White N=74	Fathers % Negro N=60	Mothers % White N=74	Mothers % Negro N=60
A girl needs little preparation for an occupation because she will work, at most, only a few years before marrying	1	12	3	5
A girl today should be prepared for both an occupation and marriage	95	80	96	88
Marriage and homemaking are not a full-time occupation for women except when the children are small	--	--	--	2
A girl needs preparation for an occupation, but not for marriage	3	8	1	5

As seen above, 95 percent or more of the white girls and 80 percent or more of the Negroes felt that their fathers' and mothers' opinions were that a girl today should be prepared for both an occupation and marriage. The parents themselves agreed with their daughters' replies to the question on their opinion about the role of women.

KUDER VOCATIONAL PREFERENCE RECORD

The mean scores on the 10 scales of the *Kuder Preference Record* are given for the South Carolina urban white and Negro youth and their parents in table 34.

TABLE 34.—MEAN SCORES ON 10 SCALES OF KUDER FOR S. C. URBAN WHITE AND NEGRO YOUTH AND THEIR PARENTS

	White			Negro		
Scale	Youth	Father	Mother	Youth	Father	Mother
Outdoor	35.52	34.96	32.00	31.13	30.98	27.06
Mechanical	30.83	31.47	29.36	29.54	32.80	27.60
Computational	23.70	27.79	27.29	26.89	27.74	24.96
Scientific	38.57	38.42	37.59	39.56	35.25	35.28
Persuasive	39.18	39.61	37.69	38.33	40.07	37.57
Artistic	28.14	25.77	27.04	24.82	26.53	24.22
Literary	19.73	20.51	20.03	20.73	20.51	20.52
Musical	15.14	15.87	15.21	16.18	15.99	16.60
Social service	48.05	44.53	47.20	47.18	46.51	49.36
Clerical	49.93	50.94	54.55	53.02	53.14	46.34

The summary of significance levels where the variables and their interactions resulted in notable differences between means of the scores of the youth of each race on the Kuder vocational preference subscores is given in table 35.

TABLE 35.—SIGNIFICANCE LEVELS IN PERCENTS WHERE DIFFERENCES BETWEEN MEAN SCORES WERE FOUND UPON TESTING 14 EFFECTS ON EACH OF 10 S. C. WHITE AND NEGRO YOUTHS' SCORES ON KUDER SCALES OF VOCATIONAL INTERESTS

	Scale									
	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social service	Clerical
Main effects										
Sex	.05W .01N	.05W .05N	.50W .05N	.05W .05N				1.00W	.05W .05N	.05W .05N
Level of living	5.00W									.05W
Background	.10W		2.50W						5.00W	.05W
Family size										
Interaction										
Sex by LOL		2.50W								
Sex by background										
Sex by family size	5.00W								2.50W	
LOL by background			.05W							2.50W
LOL by family size										
Background by family size									2.50W	
Sex by LOL and background				.05N						
Sex by LOL and family size	5.00W		5.00W							
LOL by background and family size	.05N									
Sex by background and family size	.50W									

N=difference significant for Negro youth

W=difference significant for white youth

Inspection of the effects of the four control variables (table 35) revealed that the most persistent variable pointing out significant differences in the youths' scores was that of sex. In fact, the percentile norms for the 10 Kuder scales are constructed separately for boys and girls because of sex differences found in the national norms. Because of separate norms for boys and girls and because the S. C. boys differed significantly from girls in seven of the ten scales, the means on the scales by sex are given in table 36 for the South Carolina urban white and Negro boys and girls and their parents.

The means of boys and girls on the 10 Kuder scales were converted to national percentiles given by Science Research Associates (1960); see tables 37 and 38. When the percentile rank of scores on the 10 scales of the Kuder falls between the 25th and 75th percentiles, the interest may be said to be similar to the general average of American youth according to the national norms. Since the South Carolina urban white and Negro boys and girls had scores that fell within this mid-quartile range, they may be said to have, on most scales, vocational interests similar to the average for American youth (tables 37 and 38).

The one exception to interests within the average range was for the Negro boys (table 37), who had outdoor scores so low that they fell in the 20th percentile.

The variables related significantly to a difference between youths' scores and those of their parents as shown in tables 39 and 40. The parents are compared to the youth in terms of the variables found significantly related to differences between mean scores of youth and their parents.

There follows a discussion of each of the 10 scales of the Kuder Preference Record. The scores of the youth on each are discussed in terms of the control variables found to be significantly related to a difference in the mean scores on a given scale (see table 34). The parents are compared to the youth also in terms of the variables found significantly related to differences between mean scores of youth and their parents.

TABLE 36.—MEAN SCORES ON 10 SCALES OF KUDER VOCATIONAL INTERESTS FOR S. C. URBAN WHITE AND NEGRO BOYS AND GIRLS AND THEIR PARENTS

	White						Negro					
	Boys'			Girls'			Boys'			Girls'		
Scale	Child	Father	Mother	Child	Father	Mother	Child	Father	Mother	Child	Father	Mother
Outdoor	40.81	39.63	38.97	29.82	30.29	25.01	33.69	33.70	37.73	28.57	28.64	32.67
Mechanical	40.55	40.72	38.32	21.09	22.20	20.39	36.84	34.64	39.87	22.83	17.83	23.07
Computational	25.78	28.74	28.34	21.61	26.82	26.24	29.00	29.47	28.89	24.78	22.49	21.04
Scientific	43.13	41.26	42.37	34.01	35.58	32.79	43.11	50.38	49.20	35.99	37.06	38.44
Persuasive	40.75	39.44	36.17	37.60	39.76	39.19	38.80	37.89	39.17	37.86	35.23	39.00
Artistic	26.89	24.89	26.66	29.38	26.63	27.42	25.24	24.24	25.69	24.40	21.93	22.74
Literary	18.69	18.87	18.71	20.76	22.15	21.35	20.56	21.57	22.48	20.89	20.24	19.39
Musical	14.55	15.43	14.59	15.73	16.30	15.83	15.37	14.61	14.48	16.98	18.27	17.03
Social service	40.77	40.33	42.86	55.33	48.71	51.53	42.93	42.06	39.12	51.41	53.76	50.87
Clerical	44.61	46.28	49.28	55.24	55.60	59.82	48.79	47.86	44.55	57.24	58.01	54.85

TABLE 37.—KUDER PROFILE PERCENTILE RANKS OF AVERAGE SCORES FOR SOUTH CAROLINA URBAN WHITE AND NEGRO BOYS

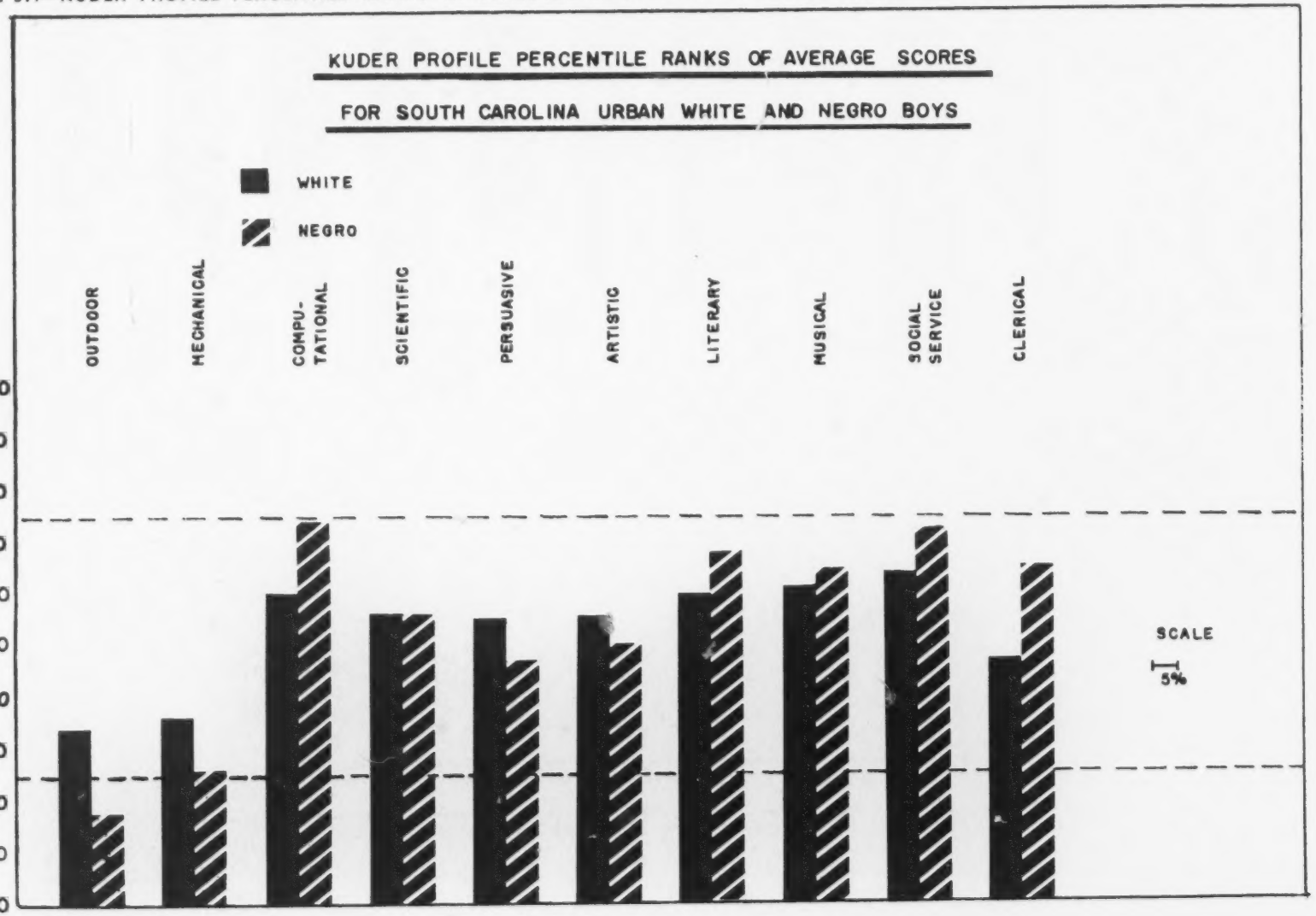
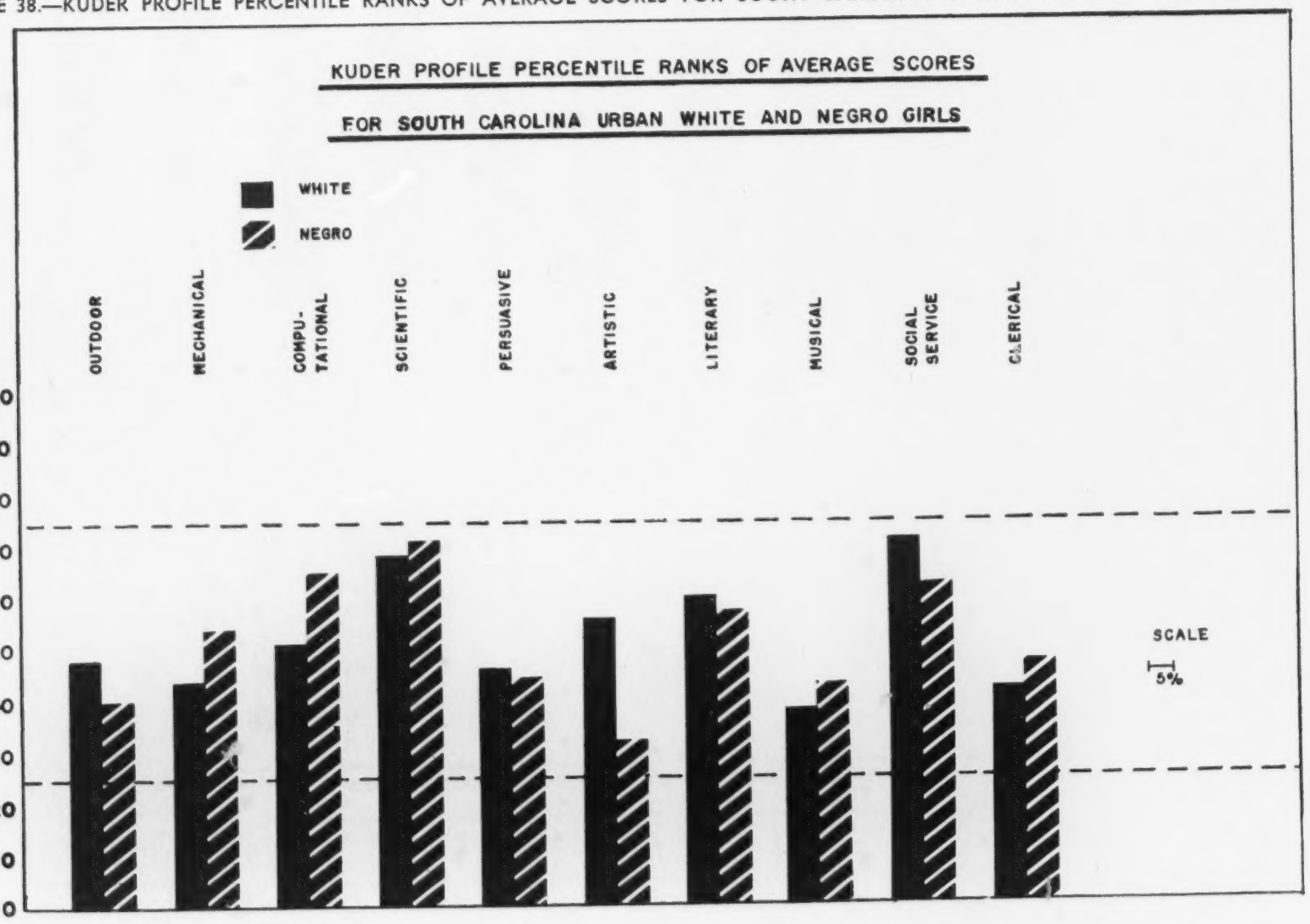


TABLE 38.—KUDER PROFILE PERCENTILE RANKS OF AVERAGE SCORES FOR SOUTH CAROLINA URBAN WHITE AND NEGRO GIRLS



36

TABLE 39.—SIGNIFICANCE LEVELS IN PERCENTS WHERE DIFFERENCES BETWEEN MEAN SCORES OF YOUTH AND THEIR FATHERS WERE FOUND UPON TESTING 14 EFFECTS ON EACH OF THE SOUTH CAROLINA WHITE AND NEGRO FATHERS MINUS YOUTHS' SCORES

	Scale									
	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social service	Clerical
Main effects				1.00N					2.5W	
Sex						5.00N				
Level of living	1.0W									2.5W
Background										
Family size										5.0W
Interaction	5.0W									
Sex by LOL										
Sex by background										
Sex by family size			2.5W	5.0 W					5.00N	
LOL by background						5.00N		2.5W	5.00N	
LOL by family size										
Background by family size			5.0W	5.00N						
Sex by LOL and background										
Sex by LOL and Family size							5.00N			
LOL by background and family size	0.5W	1.0W					0.5 W			
Sex by background and family size										

W and N=significant differences between white and Negro

TABLE 40.—SIGNIFICANCE LEVELS IN PERCENTS WHERE DIFFERENCES BETWEEN MEAN SCORES OF YOUTH AND THEIR MOTHERS WERE FOUND UPON TESTING 14 EFFECTS ON EACH OF 11 SOUTH CAROLINA WHITE AND NEGRO MOTHERS MINUS YOUTHS' SCORES

	Scale											
	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical		Social service	Clerical	
Main effects			5.00N		1.0W	5.00N				5.0W		
Sex			5.00N									
Level of living			5.00N									
Background			.50N									
Family size												
Interaction			.50N			1.00N	5.0W					
Sex by LOL				5.0W		.50N						
Sex by background			.50N			.50N						
Sex by family size			1.00N			5.00N						
LOL by background			5.0 W									
LOL by family size			.50N			.50N						
Background by family size			2.50N			.50N						
Sex by LOL and background			.50N			.50N					2.50N	
Sex by LOL and family size	5.0W					.50N						
LOL by background and family size		2.50N	2.50N									
Sex by background and family size	1.0W											

W and N=significant differences between white and Negro

Outdoor. The South Carolina white youth had a mean score of 35.52 (table 34) on outdoor interests while the Negroes had a mean of 31.13. There was a significant difference between boys' and girls' scores of both races (table 35) with white boys scoring a mean of 40.81 and white girls 29.82 and Negro boys scoring 33.69 and Negro girls 28.57 (table 36). The white boys' outdoor score ranked in the 34th percentile (table 37) and the white girls' in the 48th percentile on national norms (table 38). South Carolina white boys tended to be lower than South Carolina girls in outdoor interests when compared to national norms. The same sex difference was true for the Negroes with the boys having a mean in the 20th percentile and the girls in the 45th percentile (tables 37 and 38). The South Carolina Negro girls were about average in outdoor interests while the Negro boys were far below average in their outdoor interests.

The variables found significantly related to differences in mean scores of the youth can be seen for the South Carolina youth (table 35). There were more variables related to differences in outdoor interests for the white youth than for the Negro although sex pointed out differences for both races.

For the white youth, LOL was related significantly to a difference between means of scores on the outdoor scale. The difference can be attributed to the youth with a low level of living with a mean score of 31.65 on the outdoor scale. The high-level-of-living youth with a mean of 36.54 were similar to the middle-level-of-living youth with a mean of 37.78. Youth from a low level of living expressed much less interest in outdoor activities than did middle- and high-level-of-living youth. Such a difference was not found in the regional data (SCRS, Bulletin 136).

Family residential background was significantly related to a difference in scores on outdoor interests of South Carolina white youth. South Carolina white youth with a rural background had a mean score of 38.68; those with nonrural backgrounds had a mean of 31.96. A higher interest in outdoor activities as shown here by rural youth than by urban youth might be expected although it was not found to be true of the Negro youth.

When the means of the outdoor scores of youth are compared to the means of their fathers and those of their mothers, there is little difference between the outdoor interests which youth have and those which their parents hoped they have (tables 39, 40). The analyses of variance revealed one main variable when white fathers differed significantly from their teenagers but none for the Negro fathers

or mothers of both races. The white fathers differed from youth when background was the control variable. The fathers of youth with a rural background wanted their children to have less interest (difference of −3.87) than the offspring had. The fathers of urban youth scored slightly higher (1.28) than did their children.

Mechanical. The mechanical interests of South Carolina youth as reflected by mean scores and percentile ranks on national norms (tables 36, 37, 38, 39, and 40) differed for boys and girls. The mean score of the white boys fell into the 36th percentile, whereas the mean score of the white girls fell into the 44th percentile on national norms. The Negro boys' mean score (36.84) fell in the 27th percentile on national norms, and the Negro girls' mean score (22.83) was in the 50th percentile. For both races, boys had significantly higher mechanical interests than did girls (table 35), as would be expected; but South Carolina white and Negro girls ranked higher than did South Carolina boys on national norms for the mechanical scale. None of the main effects other than the sex variable contributed to significant differences in mechanical interests. Parents did not differ significantly from their children in aspired mechanical interests for their offspring when each of the main variables was tested (tables 39 and 40).

Computational. Interest in computational activities was above the 50th percentile for all of the South Carolina youth. The mean scores for the white youth (table 36) on computational interests when plotted on the national norms (tables 37 and 38) revealed that both South Carolina white boys and girls were above the 50th percentile. Girls were significantly lower than boys with means of 21.61 and 25.78 respectively. Background was a significant variable where urban white youth had a mean of 25.34, which was significantly higher than the rural white youth with a mean of 22.06.

The Negro youth expressed more interest in the computational area than did the white. The computational mean scores for Negro boys fell at the 74th percentile and for Negro girls in the 68th percentile on national norms (tables 37 and 38). The Negro boys were significantly higher than the Negro girls (table 35). In fact, computational interests of the boys were greater than any other interests expressed.

When parents were compared to their children, both mothers and fathers of the white boys and girls aspired to higher computational interests than their children expressed (table 36) although there were no significant differences even when each of the four variables was controlled.

There were significant differences between the Negro youth and their parents. The Negro fathers did not differ significantly from their children in computational interests. On the other hand, every variable and most of the interactions of the variables pointed out significant differences between the scores of the mothers and their children on the computational scale. The mothers had only .11 difference from the mean of their sons while they differed from their daughters by a score of 3.74 points lower on the computational.

The differences between Negro mothers and their children on computational scores when level of living was controlled are seen in table 41.

TABLE 41.—AVERAGES OF MOTHER-CHILD DIFFERENCES ON COMPUTATIONAL MEAN SCORES FOR MOTHERS OF S. C. URBAN NEGRO YOUTH CLASSIFIED BY SEX AND LEVEL OF LIVING

Level of living	Boys	Girls
High	1.21	5.83
Middle	1.27	1.63
Low	–2.12	3.77

The greatest differences occurred between mothers and daughters rather than between mothers and sons. The high-level-of-living mothers differed the most from their daughters by aspiring to higher computational interests than did their daughters.

Background also signaled a significant difference between mothers and their children on computational scores. The mothers with a nonrural background were 2.89 points higher than their children, but mothers with a rural background were only .97 above their children's scores.

Family size was also a significant variable for differences between youth and their mothers on computational scores. The mothers of small families were 3 points higher than their children while the mothers of large families were only .86 point higher than their children.

Scientific. Scientific interests above the median or between the second and third quartile were expressed by both South Carolina boys and girls, white and Negro (tables 37 and 38), although boys and girls differed significantly from each other (table 35). The white boys' mean of 43.14 was almost 10 points higher than the girls' mean of 34.01, whereas the Negro boys were almost 15 points higher than the Negro girls. However, for both races, the girls' scores fell in a higher percentile than did the boys (tables 37 and

38). The Negro girls in the 73rd percentile were significantly higher than the Negro boys who were in the 56th percentile on national norms.

There were no significant differences between the white parents and their offspring. However, the Negro fathers differed from their children with the difference of greatest significance being the fathers' mean score of 7.27 higher than their sons'. There were no differences between Negro mothers and their children in aspired scientific interests.

There were no other control variables found to contribute to differences between the scientific interests of the youth.

Persuasive. Although both white and Negro boys had higher mean scores on the persuasive scale than did the girls of their race, the differences were not significant. There were no significant differences for either race or sex when each of the four variables was controlled.

The only difference that was significant between parents and children on persuasive interests was between the white mothers. The mothers of white boys aspired to persuasive scores 4.58 points lower than their sons, but they differed from their daughters by scores only 1.59 higher.

Artistic. The artistic interests as measured by the Kuder of the South Carolina Negro youth fell within the average for all youth with no variables related to significant differences.

The only parent-child difference in artistic interests was between Negro mothers and their children. The Negro mothers differed significantly from their children when the variable of sex was controlled. The mothers desired artistic interests 1.66 points higher than their daughters and .46 point lower than their sons.

Literary. The South Carolina white boys and girls studied had literary mean scores of 18.69 and 20.76, respectively. They both fell near the 60th percentile on national norms (tables 37 and 38). The literary interests as scored by the South Carolina Negro youth fell in the 3rd quartile on national norms. There were no variables to be related to a difference in literary scores for either race.

Parents differed from their children on scores of literary interests only in the case of Negro fathers, who differed significantly from their children when level of living was controlled with the average differences as follows:

Level of living	Average difference
High	−1.03
Middle	2.67
Low	−2.59

The high-level-of-living fathers differed from their children the least in aspired literary interests.

Musical. There was a significant difference between white boys and girls on scores on musical interests but not for the Negroes. The South Carolina girls' mean of 15.73 was significantly higher than the South Carolina boys' mean of 14.55. However, on national norms the South Carolina boys fell above the 60th percentile; the girls' score was in the 38th percentile. The musical scores of the South Carolina Negro youth were near the median. There were no variables related to significant differences in the youths' scores or to differences between the youth and their parents.

Social Service. In terms of national norms, the South Carolina boys and girls, Negro and white, had higher interests in social service than in any of the other vocational interest areas studied. Although the white girls' mean score of 55.34 was significantly higher than the boys' mean of 40.77, both boys and girls were above the 65th percentile. Although the Negro girls (51.41) were higher than the boys (42.94), the boys were higher (73rd percentile) than the girls (60th percentile) on national norms for the boys and girls.

Family background was the only variable found to be significantly related to differences in social service scores. The South Carolina white youth from a rural background had a mean score of 50.33, which was significantly higher than the mean of 45.78 of the youth from a nonrural background on interests in social service.

The fathers and mothers of the white youth differed significantly from their children on social service scores when sex was the control variable. White fathers aspired to social service scores 6.61 points lower than their daughters' scores and .43 point lower than their sons. On the other hand, the white mothers were higher than both their sons (2.09 points higher) and daughters (3.80 points higher). There were no differences between the Negro youth and their parents on social service interests.

Clerical. The clerical interests of the South Carolina white boys and girls were near the median (tables 37 and 38) on national norms. The girls' mean of 55.24 was significantly higher than the boys' mean of 44.61.

The clerical interest of Negro girls and boys differed with the girls, who had a score almost 10 points higher than the boys (tables 39 and 40). However, the boys were higher (65th percentile) than the girls (46th percentile) on national norms for boys and girls.

There were two variables signaling significant differences on clerical interests for the white youth, but none for the Negroes. The level of living was inversely related to clerical scores for the white youth as follows:

High LOL	Mean: 43.61
Middle LOL	Mean: 49.61
Low LOL	Mean: 55.93

On clerical interest scales, white youth from an urban background had a higher mean (54.49) than did those with a rural background (45.38).

The only instance when parents differed significantly from their children on clerical interests aspired to by the youth was between white fathers and their offspring when background was controlled. The fathers of youth from a rural background had a mean score 3.9 points higher than did the youth on the clerical scale. On the other hand, fathers of youth with a nonrural background scored 1.88 points lower than did their offspring.

CONCLUSIONS AND IMPLICATIONS

The educational and vocational interests and aspirations of South Carolina urban youth were studied and selected variables that were related significantly to interests and aspirations were determined. Instruments used for the responses of youth and their parents were: (a) the Hieronymous scale of attitudes toward education, (b) a questionnaire of educational and vocational plans, (c) the Kuder Preference Record. The variables analyzed were sex, level of living, rural or nonrural background, and family size.

Data were collected in the ninth and tenth grades of the urban schools of South Carolina. When the first data were collected in spring, 1965, the predominantly white schools were used. The second data collection, in fall, 1966, was in the predominantly Negro schools with the results analyzed for stratified samples of South Carolina urban white and Negro ninth and tenth graders. The subjects were 148 white youth selected from 1,806 white ninth and tenth graders and 112 Negro youth selected from 3,057 ninth and tenth graders. There was a slight difference between the white and Negro subjects in the sex compositions of their schools with the white having a larger percentage of boys than the Negroes.

Attitudes toward education were measured by scores on the Hieronymous scale. The South Carolina youth seemed to have high positive attitudes toward education as based on the Hieronymous scale.

Educational plans were similar for the white and Negro youth for this study. A majority of both groups planned to finish college or higher. Almost half of the youth were undecided about a college to attend which would be expected for this age group. One difference apparent between the white and Negro youth was that more of the white than of the Negro did not plan to attend college. The white and Negro youth were similar in their perceptions of parental urging of schooling with over 60 percent feeling that both their fathers and mothers strongly urged further schooling for them. In response to questions about financial help with schooling or occupations from their parents, more Negroes than whites expected their parents to give the financial help needed.

A majority of the white and Negro youth both desired and expected occupations of the professional or technical level. The youth thought their parents felt they had chosen a good occupation in many instances. More than three-fourths of the fathers and mothers of both the white and Negro groups agreed that girls needed preparation for both marriage and an occupation.

Preferred vocational interests were determined by scores on the Kuder Preference Record of vocational interests. When the norms on national percentiles for the boys were determined for the white and Negro youth, on all scales with but one exception, both groups of boys and girls fell between the 25th and 75th percentiles, considered an average range of interest. Negro boys' outdoor interests were in the 19th percentile, somewhat below average.

When the four variables of sex, level of living, background, and family size were considered, it would seem that there are fewer sex differences in educational and vocational aspirations than has been traditionally assumed.

Note might be made of the persistent significance of level of living on depressed aspirations which increases concern over the distribution of youth by level of living in the total population of ninth and tenth graders (for whom Information Sheets were obtained) and in the equipartition sample of selected subjects which were:

	White youth		Negro youth	
	Percent population N=1806	Percent sample N=148	Percent population N=3057	Percent sample N=112
High level of living	29	33	34	31
Middle level of living	33	37	17	37
Low level of living	38	30	80	32

One of South Carolina's greatest concerns should be that the largest proportion of youth are in a low level of living with over three-fourths of the Negroes at that level. Level of living was the most persistent variable found significantly related to educational and vocational plans. The lower the level of living, the lower the plans and aspirations of the youth, both white and Negro.

There were only a few instances when rural or urban background or family size was found significantly related to educational and vocational plans and interests of these South Carolina youth. Family size was significantly related to plans and aspirations in only two instances. Large family size, as might be expected, tended to depress expectations.

The conclusions from the study herein reported are that the persistent variable of level of living found significantly related to depressed educational and vocational aspirations of South Carolina youth should be a signal for programs needed to raise the level of living of all of South Carolina's young people.

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APPENDIX A

GOUGH'S HOME INDEX SCALE
STUDENT INFORMATION SHEET

1. Your name:_____
(Last) (First) (Middle)

2. Address: _____
(Street) (House Number) (City)

3. Your age:_____

4. Your grade:_____

DO NOT WRITE IN THIS SPACE

B-G:_____ H - M - L:_____

R-NR:_____ CT:_____

5. Check one: Boy_____ 1-2-3+_____
Girl_____ _____

6. Do you live with both parents? Check one: Yes_____
No_____

7. How many brothers do you have?_____

How many sisters do you have?_____

8. If you have any brothers or sisters in the ninth or tenth grades list their names below.

_____

9. Have you ever lived on a farm or in the open country with your parents? Check the appropriate answer.

_____ No

_____ Yes, but less than a full year.

_____ Yes, and for about_____years. (Please write in the number of years)

10. Do you *now* live on a farm or in the open country?

_____ No

_____ Yes

PLEASE CHECK ONE:

Yes	No	
____	____	1. Is there a telephone in your house?
____	____	2. Do you have a bathtub and shower in your house? (Either combination or separate)
____	____	3. Is the bathroom used only by your family members? (Not shared by any other family)
____	____	4. Is your entire home heated by a central system? (Furnace or electric system)
____	____	5. Does your home have air conditioning?
____	____	6. Does your family have two or more passenger cars?
____	____	7. Did your mother graduate from high school?
____	____	8. Did your mother attend a college or university?
____	____	9. Did your father graduate from high school?
____	____	10. Did your father attend a college or university?
____	____	11. Do you have a fireplace in your home?
____	____	12. Do you have a piano or electric organ in your home?
____	____	13. Does your family have any servants such as a cook or maid? (At least 3 days a week)
____	____	14. Does your family leave town every year for a vacation?
____	____	15. Does your mother belong to any clubs or organizations such as study, art, civic clubs, or political clubs?
____	____	16. Does your father belong to any civic, study, service or political clubs such as the Lions Club, Chamber of Commerce, etc.?
____	____	17. Have you ever had private lessons in music, dancing, art, etc., outside of school?
____	____	18. Do you have your own room at home?
____	____	19. Does your family take a daily newspaper?
____	____	20. Do you belong to any clubs where you have to pay dues?
____	____	21. Does your family have a hi-fi or a stereo set?
____	____	22. Approximately how many books does your family have? Check one: _____0-99 _____100-400 _____500 or more.

T. S._____

APPENDIX B

PARENT INFORMATION SHEET

1. Does your son or daughter live with you and your husband?

   (Wife) _____Yes _____No

2. What was your age on your last birthday? _____Father

   _____Mother

3. Check highest number of years of schooling *completed*:

Father	*Mother*
_____0-5	_____0-5
_____6-8	_____6-8
_____9-11	_____9-11
_____Completed High School	_____Completed High School
_____Technical or Vocational School	_____Technical or Vocational School
_____Some College	_____Some College
_____Completed College	_____Completed College
_____Graduate Study	_____Graduate Study

4. What do you consider your principal occupation?

   _____

   (Father)

   _____

   (Mother)

5. Are you engaged in any other occupations at the present time?

Father	*Mother*
_____Yes	_____Yes
_____No	_____No

APPENDIX C

STUDENT EDUCATION QUESTIONNAIRE

INSTRUCTIONS: Below are some statements of opinion about our educational system. You will agree with some of them and disagree with some of them. Do not spend much time on any item. If in doubt, mark the phrase which seems most nearly to express your present feeling about the statement. Work rapidly. Be sure to answer every item.

Remember, your answers cannot be wrong since there is no right or wrong answer. You are asked merely to give your honest opinion.

1. The law should be changed so that boys and girls would have to stay in school until they complete high school.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

2. The farther a person goes in school, the better able he is to enjoy life.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

3. A student who intends to be a farmer should not be required to take courses in English and social studies.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

4. The most common way in which poor people raise their standard of living is through education.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

5. The length of the school day should be cut down to allow more time for out-of-school work and recreation.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

6. Two additional years of school should be added on to the high school to provide more training for anyone who wants it.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

7. Parents should not make their children finish high school.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

8. The school helps a person learn how to use his spare time to best advantage.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

9. Parents should be allowed to keep their children out of school to work as often as they want.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

10. In getting ahead in most jobs, a man with a high school education has a big advantage over one who does not have one.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

11. The things that are taught in school are completely out-of-date.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

12. The great advances made by science in America are due largely to the great public education system we have.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

13. The things a person learns in school are of great value in helping him keep in good health.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

14. A high school education is of great value to a person in helping him decide for whom to vote in local, state, and national elections.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

15. Students who plan to go to work in factories should be allowed to quit school as soon as they are able to find the kind of work they want.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

16. Solution of the world's problems will come through education.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

17. School training is of little help in meeting the problems of real life.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

18. The school system is even more important than our natural resources in making our country great.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

19. Except for vocational training, a high school education is of little value to students who plan to take laboring jobs in factories.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

20. I would rather work than go to school, even if I didn't need the money.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

21. The things I learn in school are a lot of junk and will not help me when I get out.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

22. Going to high school helps a person learn how to choose wisely the things that he buys.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

23. A high school education helps a person realize the value of good music and literature.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

24. Employers pay too much attention to the amount of education a person has.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

25. A young person can learn more working on a job than in high school.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

26. In general, I like to associate with peple who have a high school education better than those who do not have one.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

27. If one's parents need him at home, he shouldn't go to high school.
A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

28. Since quite a few of our great men have had no high school education, it has little effect on future success.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

29. High schools are a waste of the taxpayer's money.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

30. The high school teachers use mostly old, useless information.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

31. Additional taxes should be collected to pay the expenses of a college education for anyone who wants to go and has proven to be a capable student.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

32. The most promising means of attaining fame and fortune is through education.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

33. Without a good education it is practically impossible to lead a happy, well-balanced life.

A. Strongly Agree, B. Agree, C. Undecided, D. Disagree, E. Strongly Disagree

Below are some questions about different things and some answers which have been given by other students. For each question, mark the answer with which you most closely agree. As before, it is your *opinion* that is asked for. Be sure to mark every item.

34. Which of the following best states what you think about the value of a high school education?

A. Going to high school is almost a necessity if a person is going to be able to solve his everyday problems well.

B. Going to high school is a big advantage, but it is not necessary for being a success.

C. Going to high school is all right for some people, but it would be a waste of time for many.

D. Only those people who make the very best grades in the elementary school should go to high school.

E. Going to high school is a waste of time for most people.

35. Which of the following do you think is the best statement about the amount of money that should be raised by taxes to pay for the expenses of running high schools? (Remember that you will be a taxpayer in a few years yourself.)
    A. Schools should have at least twice as much money as they now have.
    B. School taxes should be increased somewhat but only to hire better teachers.
    C. Schools have about the right amount of money now.
    D. Schools cost the taxpayer too much as it is—they should get along on less money by being careful how the money is spent.
    E. Much of the money that goes to the school is pure waste; school expenses should be cut almost in half.

36. The main reason I am going to high school is:
    A. I'm not old enough to quit.
    B. My parents want me to finish high school.
    C. Most of my friends are in school.
    D. A high school education will help me get a better job.
    E. A high school education is necessary for getting more out of life.

37. When you marry, how much education would you *like* for your wife or husband to have?
    A. The less the better.
    B. I wouldn't care one way or another.
    C. About the same amount I expect to have.
    D. At least a high school education.
    E. At least a college education.

38. Do you feel that going to high school will help you to earn a living?
    A. No help.
    B. Little help.
    C. A fair amount of help.
    D. Considerable help.
    E. Great help.

39. Are you interested in the things you do at school?
    A. I think school is very interesting.
    B. I think school is fairly interesting.
    C. I think school is not very interesting.
    D. I think school is pretty boring and monotonous.
    E. I think school is very boring and monotonous.

40. How much of the time do you enjoy being in school?
    A. All the time.
    B. Most of the time.
    C. Fairly often.
    D. Hardly ever.
    E. Never.

41. If you had a lifetime income of all the money you could ever possibly need, which of the following would you choose to do?
    A. Stop school right away and have a good time.
    B. Hire a private teacher who would teach only what I wanted to know.
    C. Go to school until graduation from high school.
    D. Go to school until graduation from college.
    E. Continue my education after college by attending the great universities of the world.

42. What is the *least* amount of money it would take to make you leave school *permanently?*
    A. None—I would leave now if I had the chance.
    B. $100
    C. $1,000
    D. $10,000
    E. $1,000,000

43. How do you think your opinion of school compares with others of your age?
    A. I like school much better than most of the students.
    B. I like school somewhat better than most of the other students.
    C. I like school about as well as most of the other students.
    D. I dislike school more than most students do.
    E. Very few students dislike school as much as I do.

44. Do you think an education helps a person get more enjoyment out of life?
    A. The more education a person has the less satisfied he is with life.
    B. Poorly educated people enjoy life just as much as well-educated people do.
    C. The amount of education has little or no effect on enjoyment of life.
    D. Well-educated people seem to get more enjoyment out of life than do poorly educated people.
    E. The more education a person has the better able he is to enjoy life.

45. Which of the following statements do you most agree with?
    A. Most high school students would be better off if they quit high school and went to work.
    B. About half the high school students would be better off if they quit school and went to work.
    C. Quite a few high school students would be better off if they quit school and went to work.
    D. Very few high school students would be better off at work.
    E. Except in extreme cases, all students should be required to finish high school.

46. How well do you like school?
    A. I like it very much.
    B. I like it fairly well.
    C. I don't care much one way or another.
    D. I don't like school very much.
    E. I don't like school at all.

APPENDIX D

QUESTIONNAIRE FOR MEASUREMENT OF EDUCATIONAL AND VOCATIONAL PLANS

Name_____
(Last) (First) (Middle)

STUDENT VOCATIONAL QUESTIONNAIRE FOR BOYS

INSTRUCTIONS: Read each question carefully. Then answer it according to the instructions given with the question itself.

1. How far do you expect to go in school?
   _____This will probably be my last year
   _____Another year or two
   _____I intend to finish high school
   _____I expect to start to college but probably won't finish
   _____I expect to graduate from a four-year college
   _____I expect to continue professional study after college graduation

2. Check the high school subjects you consider to be important for your future.
   _____Agriculture
   _____Biology
   _____Chemistry and Physics
   _____Commercial Courses (such as typing or accounting)
   _____English
   _____Foreign Language
   _____Home Economics
   _____Industrial Training
   _____Mathematics
   _____Social Science (such as history, government, economics)
   _____Dramatics and Speech
   _____Art
   _____Music
   _____Physical Education
   _____Journalism

3. *If you are not planning to attend college,* what are your plans? *Check one* statement below that best fits your plans. (If you are planning to attend college, skip this question and go on to the next question.)

_____Take training courses before working (such as trade school, business college, evening vocational classes at high school, correspondence courses.)

_____Take apprentice or on-the-job training for skilled labor work.

_____Go to work immediately without further job training.

_____Help my father in his occupation or business.

_____Get the military service requirement out of the way before further planning.

_____Undecided.

(Girls)

_____Take training courses before working (such as beauty school, business college, practical nursing school, evening vocational classes at high school, correspondence courses).

_____Take apprentice or on-the-job training, such as for nursing aids, receptionist, etc.

_____Go to work immediately without further job training.

_____Marriage as soon as I leave school.

_____Help my family at home.

_____Undecided.

4. If you are planning to attend college, answer these questions: (If you answered No. 3, do not answer this question.)

a. What college will you attend?_____
(Name of College)

_____
(Undecided)

b. What course of study do you plan to follow in college? (*Check one.*)

_____Agriculture
_____Business Administration
_____Dentistry
_____Education
_____Engineering
_____Fine Arts
_____Home Economics
_____Law
_____Liberal Arts (social science, language, etc.)
_____Nursing
_____Pharmacy
_____Physical or Biological Science
_____Medicine
_____Religion
_____Veterinary Medicine
_____Other (write in)

5. As to continuing my education beyond high school, my father: (*Check one.*)
   _____Has strongly urged me to continue.
   _____Has given me some encouragement to continue.
   _____Has never said much about it.
   _____Feels that I would be better off going to work after high school.
   _____Feels that I should quit high school and go to work.

6. As to continuing my education beyond high school my mother: (*Check one.*)
   _____Has strongly urged me to continue.
   _____Has given me some encouragement to continue.
   _____Has never said much about it.
   _____Feels that I would be better off going to work after high school.
   _____Feels that I should quit high school and go to work.

7. As to my further help from my folks in getting a start or in continuing schooling after high school, my parents would be: (*Check one.*)
   _____Willing to pay my way completely.
   _____Financially able to help me a great deal.
   _____Financially able to give me some help.
   _____Financially able to give me no help.
   _____Would need financial support from me while I am in college.

8. The occupation I would like most is:

   _____

9. What do you actually expect to do as a lifetime kind of work? (Be specific as to what occupation you actually plan to follow.)

   _____

   (Girls)
   What do you actually expect to do?
   _____Occupation only
   _____Occupation and Marriage
   _____Marriage only
   _____Name of occupation, if checked above.

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Burke High School
Charleston High School
North Charleston High School
St. Andrews School Area
Wallace High School

Columbia:
Alcorn Junior High School
Fairwold Junior High School
A. C. Flora High School
C. A. Johnson High School
Olympia School
W. A. Perry Junior High School
Booker T. Washington High School

Greenville:
Beck High School
Greenville Junior High School
Parker High School
Sterling High School
Washington High School

Spartanburg:
Carver Junior and Senior High Schools
Cleveland Junior High School
Cummings Street School
Spartanburg High School

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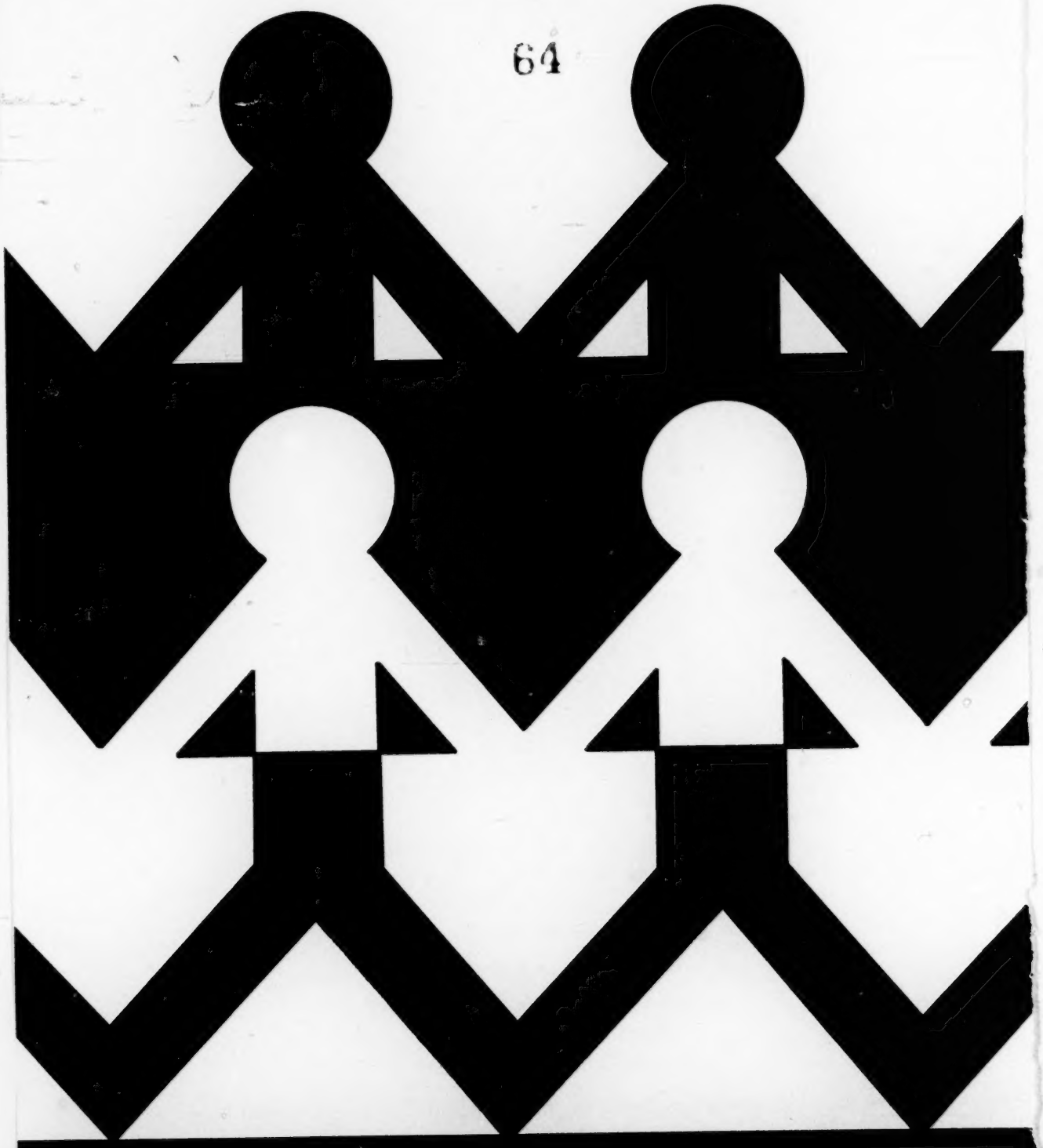

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SOUTH CAROLINA AGRICULTURAL EXPERIMENT STATION
CLEMSON UNIVERSITY, CLEMSON, SOUTH CAROLINA
IN COOPERATION WITH SCHOOL OF HOME ECONOMICS
WINTHROP COLLEGE, ROCK HILL, SOUTH CAROLINA

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